

It's not just about  
the destination..

It's about the journey..

text

[captureourhearts.wordpress.com](http://captureourhearts.wordpress.com)

## Addressing Disproportionate Discipline Practices



Fayetteville Public Schools

# OUR TEAM

Carla Curtis, Director of Special Services

Janice Cowart, Assistant Director of Special Services

Joy Shirley, Director of Student Services

Mindy Duell, Behavior Services Coordinator

Jay Dostal, Fayetteville High School Principal

Matt Morningstar, Holt Middle School Principal



# DATA REVIEW, ANALYSIS AND GOAL DEVELOPMENT

Carla Curtis, Director of Special Services &  
Janice Cowart, Asst. Director of Special Services



# WHO WE ARE



First Chartered School District in Arkansas - 1871

Located in the Northwest

17 Schools

9 Elementary Schools

3 Middle Schools

2 Junior High Schools

1 High School

1 Alternative School

1 Virtual Academy

10,200 Student Population

1,450 Students with Disabilities

22.3% Free and Reduced

118 square miles

**Home of the  
bulldogs!**



# FPS DISPROPORTIONAL REPRESENTATION

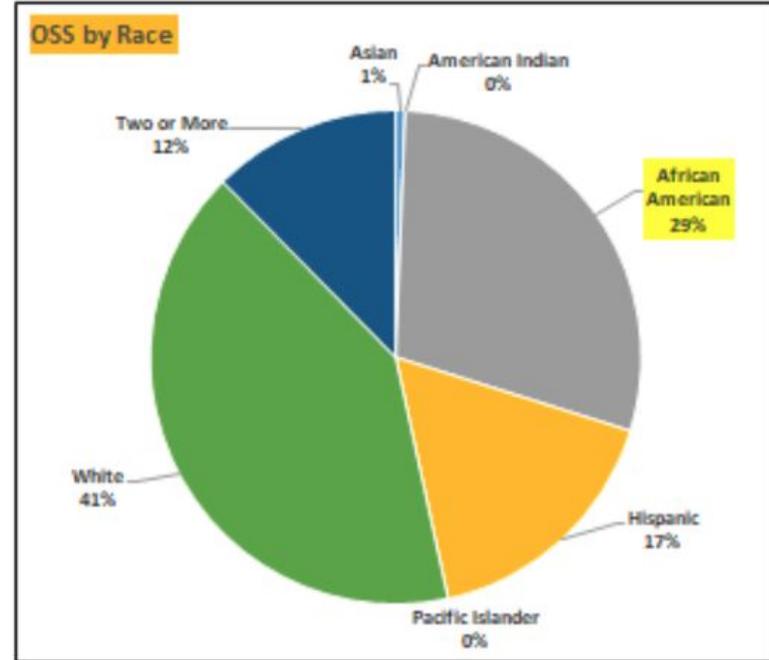
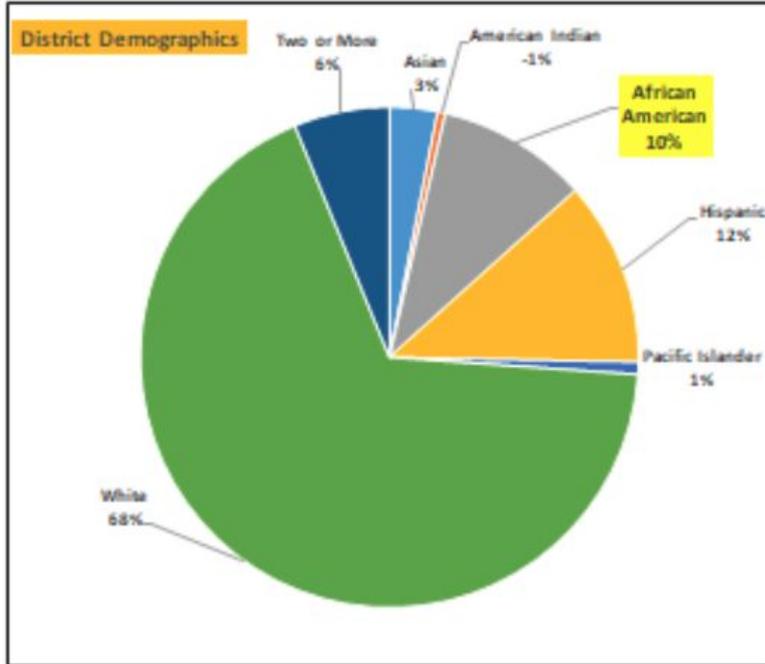
## Discipline Data

- 2016-17, 2017-18, & 2018-19 discipline data showed a significant difference between the rate of suspensions/expulsions exceeding 10 days within a school year for students with disabilities compared to general education students.
- Data also indicated a significant difference between the rate of suspensions/expulsions exceeding 10 days within a school year for African American students with disabilities compared to general education students.

# FPS STUDENT DEMOGRAPHICS BY RACE

	2018-2019		2019-2020		2020-2021	
Asian	327	3.16%	325	3.09%	313	3.06%
African Am.	1,031	9.97%	1,044	9.92%	1,011	9.88%
Pacific Island	82	0.79%	100	0.95%	147	1.44%
Hisp./Latino	1,228	11.87%	1,252	11.90%	1,224	11.96%
Native Am.	57	0.55%	44	0.42%	41	0.40%
Two or more	617	5.96%	752	7.15%	757	7.40%
White	7,004	67.70%	7,005	66.57%	6,739	65.86%

# THESE SHOULD BE SIMILAR



# WHERE DO WE BEGIN?

- Critical Conversation with upper administration
- Developing the District Support Team
  - Superintendent, Assistant Superintendents
  - Executive Directors, Directors & Coordinators
  - Building Level Administrators
  - Special Services Staff, General Education Staff
- District team met multiple times to collaboratively review the data
- Conducted Root Cause Analysis & Success Gap Rubric to determine “our cause” - “How did we get here?”
- Develop Goals to guide the work



**Shared Responsibility**



# COLLABORATIVE WORK

- Create Google Sheet from CCEIS Excel Workbook for team collaborative work
- Created google surveys to collect input self-assessment and success gap rubric from building administrators
- [Success Gap Rubric Documentation & Evidence](#)
- Embed within current practices
  - Vision and Mission
  - Core Values
  - [FPS 2019-2023 Strategic Plan](#)
  - [FPS Task Force, Team Meetings & Professional Development](#)

“Disproportionality that lives in special education is often the result of challenges in our general education system.”

David Lopez, WestEd  
Presentation 2/12/21



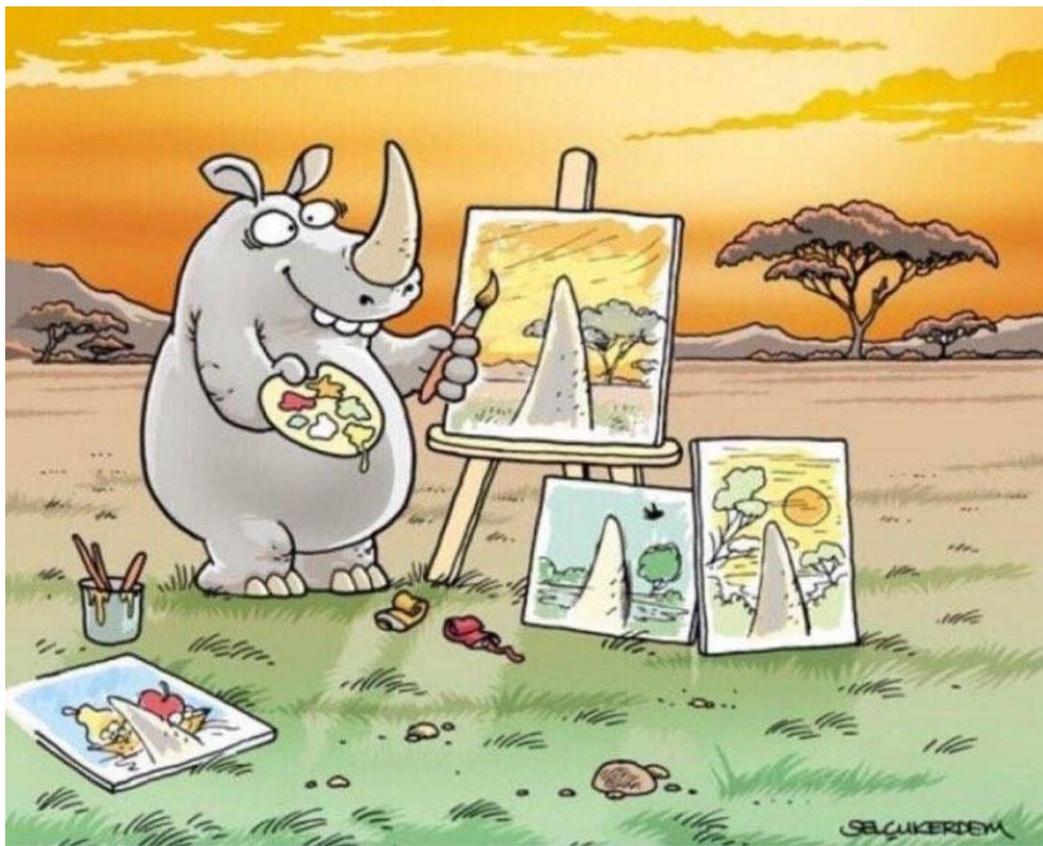
We don't see things as  
*they* are.

We see things as **WE** are.

“Are we living in our own perceptions or in reality as we think about the experiences of Black students and other students of color?”

WestEd presentation

Disproportionality Institute 2/12/21



# FACING REALITY

The Root Cause Analysis and FPS district data indicates that African American students are **four** times more likely to receive in-district and out of district suspensions compared to white or other ethnic groups



# 2019-20 CCEIS GOALS

## **Goal 1:**

By the end of the 2020-21 school year, targeted students will utilize learned replacement social skills instead of demonstrating undesirable behavior as evidenced by an expected reduction of 30% of out of school suspensions.

## **Goal 2:**

During the 2020-21 school year, staff in targeted buildings will be trained and begin implementation of Restorative Practices and utilizing the Boys Town Alternatives to Suspension as evidenced by an expected reduction of 30% of out of school suspensions.

# TIMELINE, PLANNING, AND SYSTEMS DEVELOPMENT

Joy Shirley, Director of Student Services

# BEHAVIOR INTERVENTION OVERVIEW

<b>Data Analysis</b>	<b>Behavior Tools</b>	<b>RTI B</b>	<b>IMPRESS Classrooms</b>
<b>Positive Behavior Intervention Supports</b>	<b>District Poverty and Equity Competency</b>	<b>School Wide Information Systems (SWIS)</b>	<b>Guidance for Suspensions</b>
<b>Mental Health Support</b>	<b>Social Emotional Learning Curriculum</b>	<b>Restorative Practices</b>	<b>Additional Professional Development</b>

# SYSTEMIC APPROACH

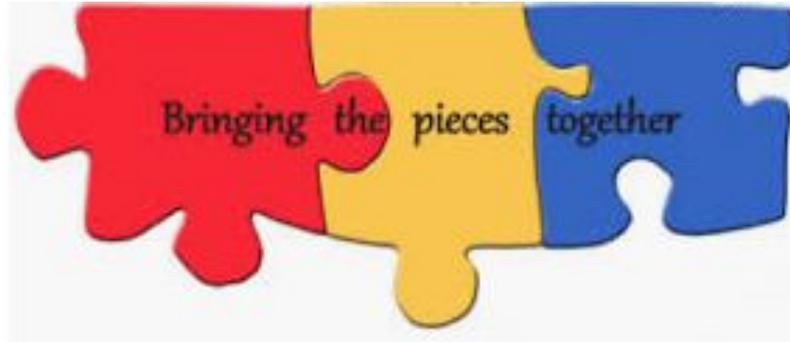
- What is the system?
- How will it support our students?
- How can student supports be accessed?



# BEHAVIOR SUPPORT SERVICES STRUCTURE

Purpose:

- To broaden the role of the existing Behavior Specialist to include coordination of all district behavior supports



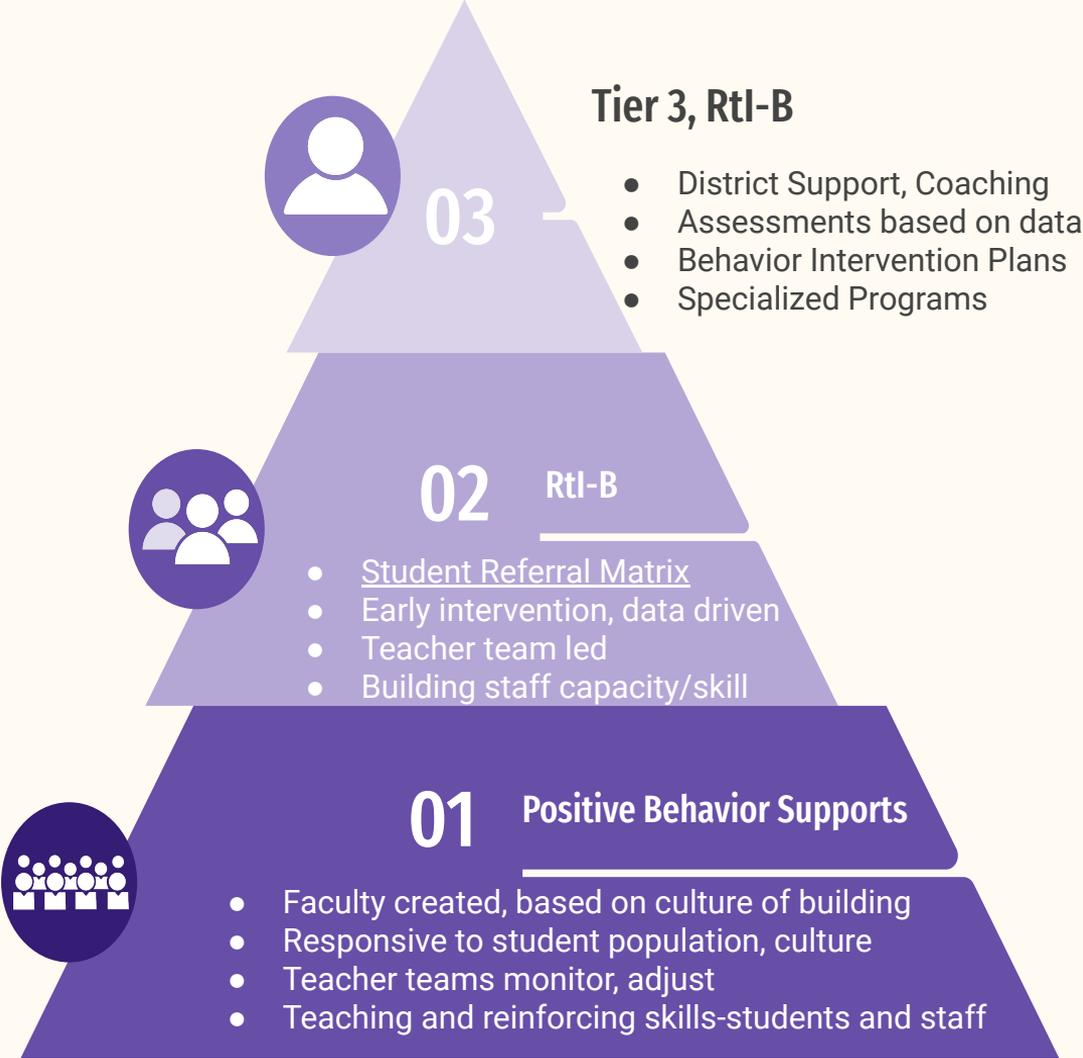
# BEHAVIOR SUPPORT SERVICES STRUCTURE

- Aligned with Student Services and Special Services
- Behavior Services Coordinator Responsibilities
- Behavior Support System Team



# DEFINING ROLES, DISTRICT MODEL & IMPLEMENTATION

Mindy Duell, BCBA, Behavior Services  
Coordinator



# FPS DISTRICT MODEL

Equity at each Tier

# STAFF SUPPORTS AT EACH TIER



03

## Tier 3, RtI-B

- RtI-B District Collaboration
- FBA Training
- Registered Behavior Technician Support
- IMPRESS Classroom
- Crisis Prevention



02

RtI-B

- District RtI-B Collaboration
- RtI-B Building Team Coaching
- Behavior Intervention Specialists
- Social Skills Groups
- 5-8 Tier 2 interventions per building
- Data Based Decision Making-SWIS



01

Positive Behavior Supports

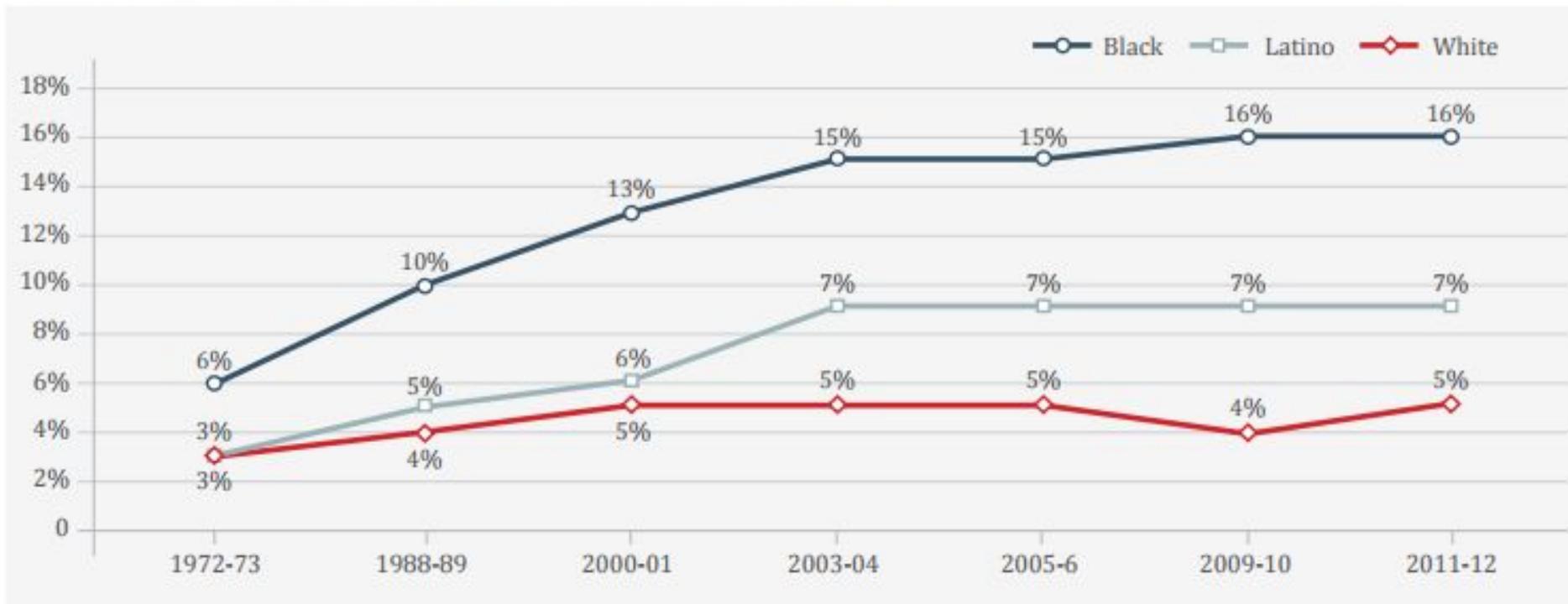
- Behavior Tools Professional Development
- PBIS Coaching
- SWIS Data Platform
- Monthly Data Coaching
- Program Fidelity Checks
- Building Professional Development in key areas

# FPS STUDENT SERVICES

## **Trainings:**

- Behavior Tools Training
- SWIS
- PBIS
- RTI B--Tier 2 Interventions
- Data Driven Decision Making
- Problem Solving Skills for Students
- Functional Behavior Assessments
- Specialized Classroom Management

Figure 2. Suspension Rates over Time by Race/Ethnicity, K-12<sup>9</sup>



Data Source: U.S. Department of Education, Office for Civil Rights

## National Trends in Discipline

At the secondary education level nationwide, black students had a suspension rate of 23%, compared to 18% for students with disabilities, 12% for American Indians, 11% for Latinos, and 7% for whites. Among students with disabilities, black males had the highest suspension rate (34%), followed by Latino males and black females (23% each). After many years of widening, the report notes the overall suspension gap between blacks, Latinos, and whites narrowed slightly in 2011-2012 only because white suspension rates slightly increased.

## **National Trends in Discipline**

### Districtwide OSS/ISS Total Days

2321.85

**OSS ~56%**

2342.25

**ISS ~7%**

1707.50

2177.06

780.50

995.14

166.50

97.50

2018-2019

2019-2020

2019-2020\*\*

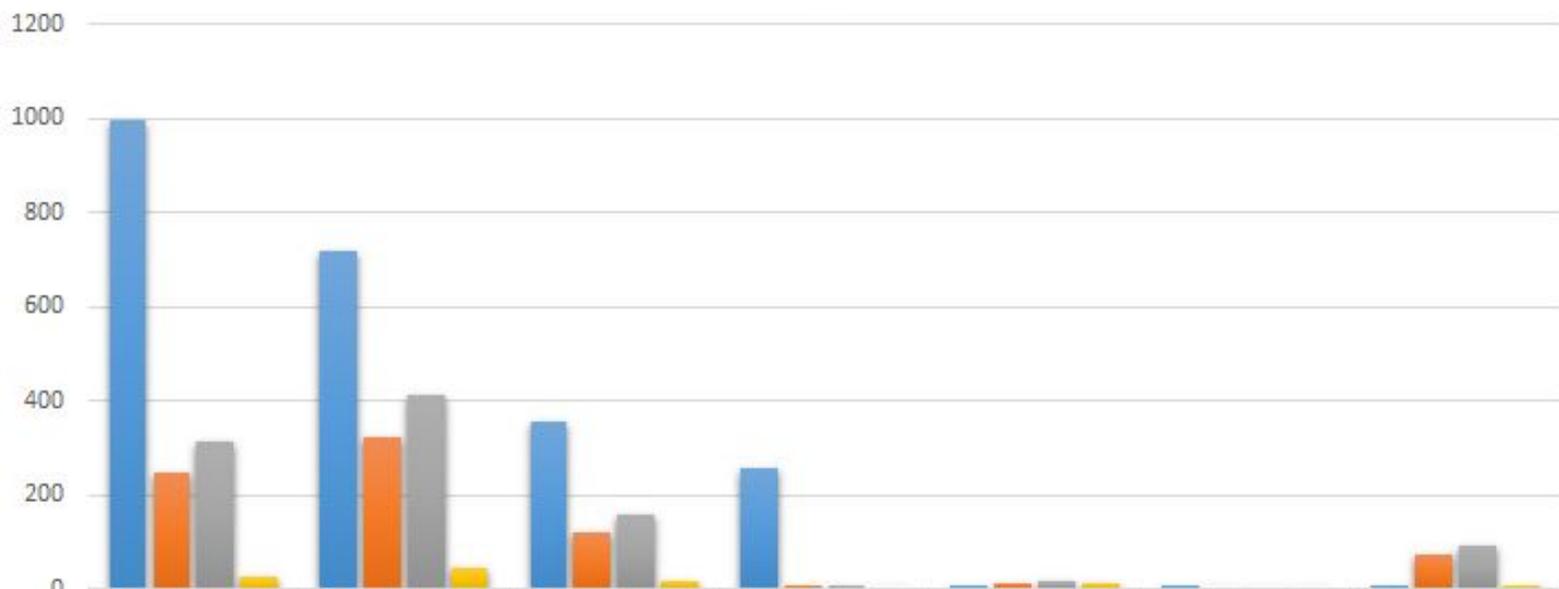
2020-2021

OSS Days

ISS Days



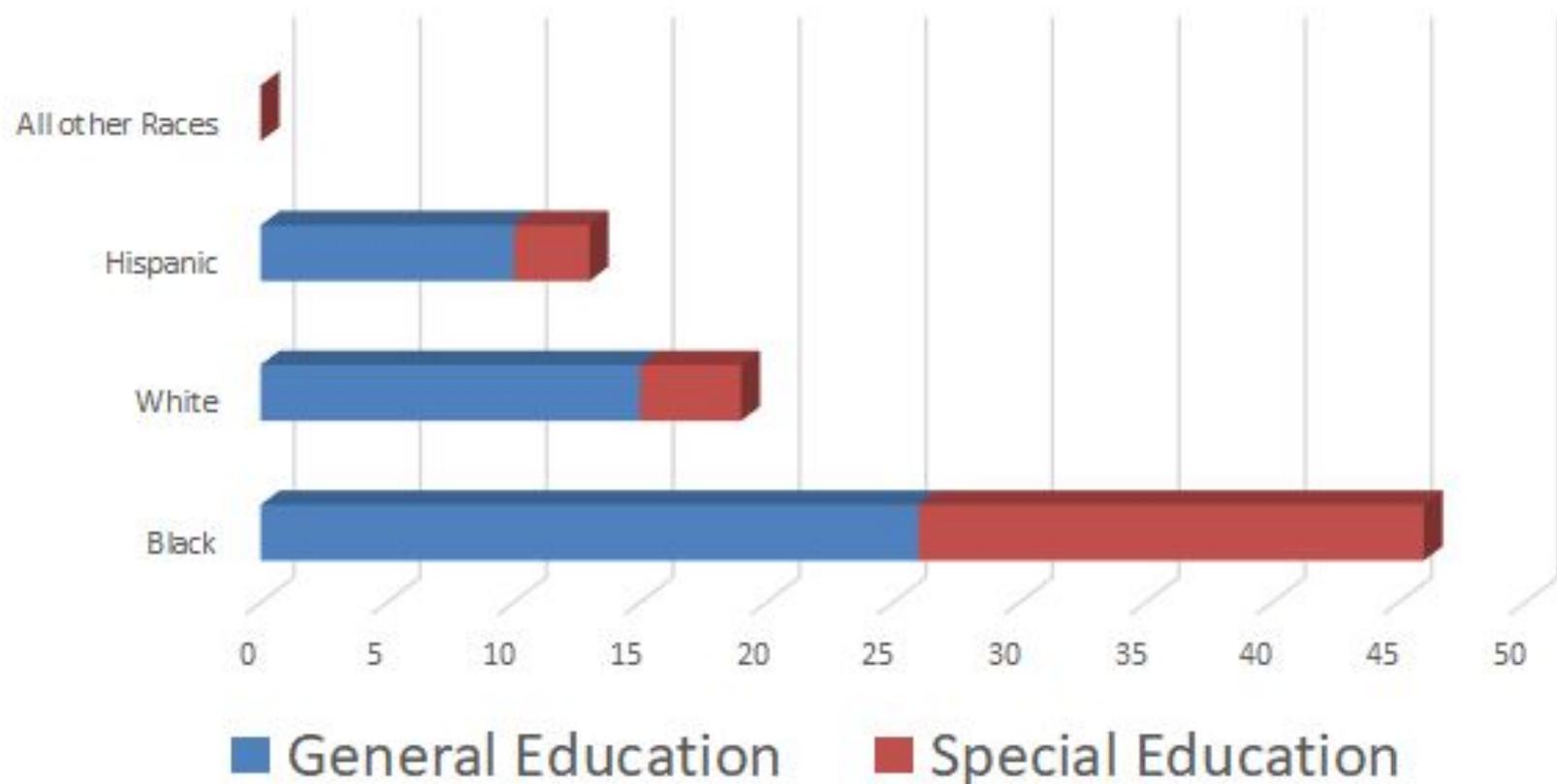
## OSS Days Assigned



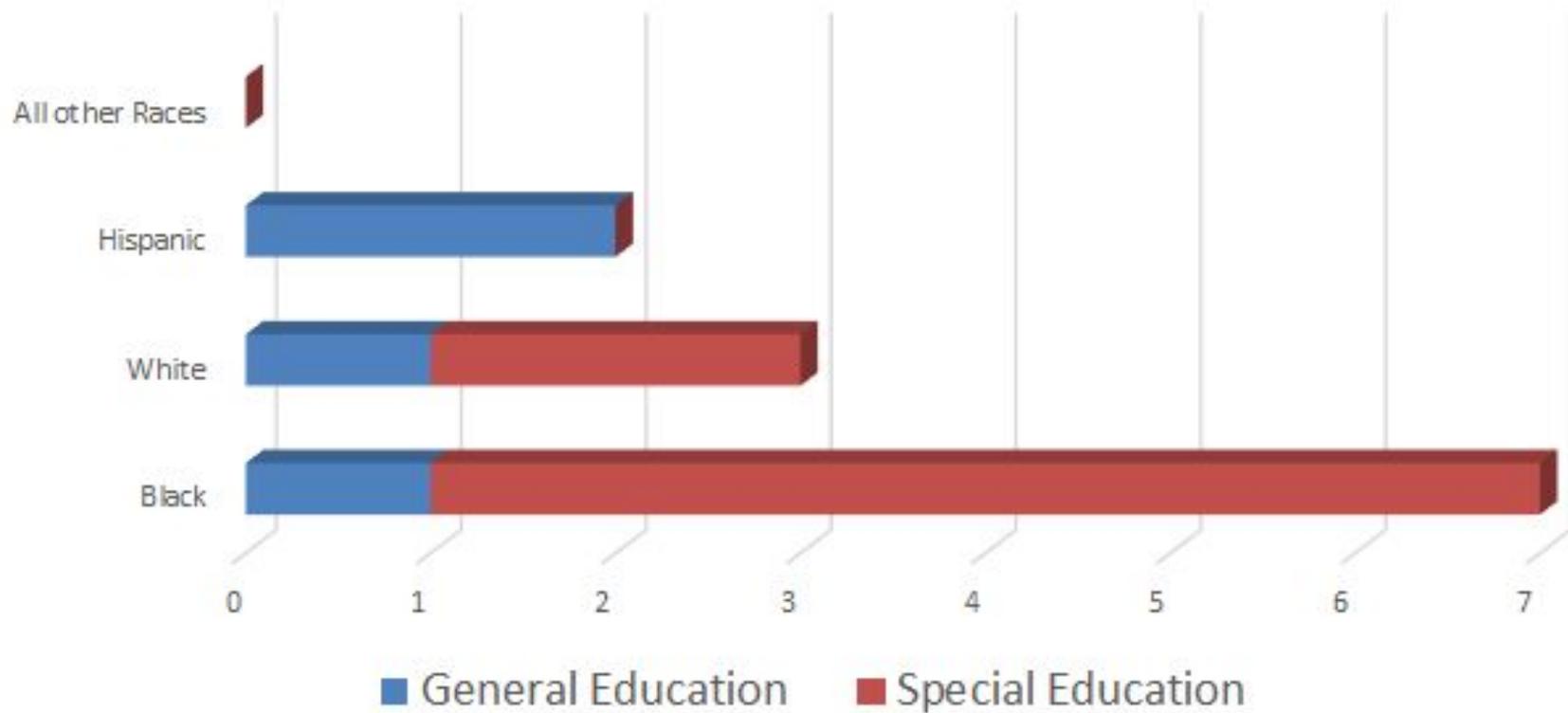
	African American OSS	White OSS	Hispanic OSS	Asian OSS	Native American/Alaskan Native OSS	Hawaii/Pacific Islander OSS	Two or More OSS
■ 2018-2019	995.5	719.5	355.5	256.75	7	1	7
■ 2019-2020	246.5	322.5	122	5	12	0	72.5
■ 2019-2020**	314.3	411.2	155.6	6.4	15.3	0.0	92.4
■ 2020-2021	25	42.5	17	0	10	0	3

■ 2018-2019   ■ 2019-2020   ■ 2019-2020\*\*   ■ 2020-2021

# 2018-2019 Students Receiving 10+ Days OSS



2018-2019  
Students Receiving 20+ days OSS



# KEY ELEMENTS OF SUPPORT

- Notification of need for support at 2 day of OSS
- Behavior Support Team follow up for every student receiving 2 or more days of OSS
- Building teams working to implement Instructive, Reflective and Restorative practices through ISS
- Empowering administrators to use discretion in assigning number of days



**TEACHER  
EXPECTATIONS  
AND SKILL**

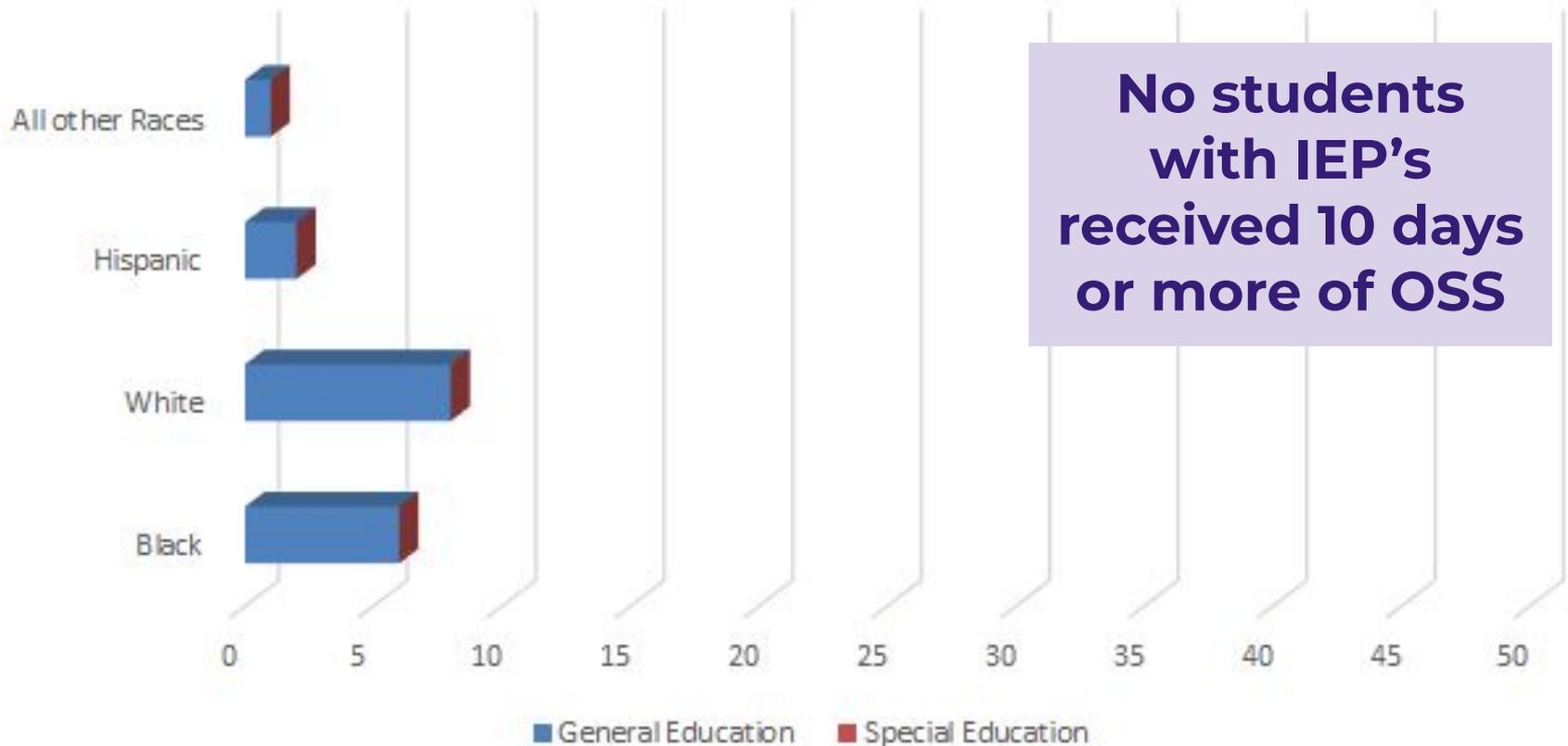


**BX CHANGE IS  
BEST IN THE  
NATURAL  
ENVIRONMENT**

**THIS IS THE VALUE OF THE TEACHER, WHO LOOKS AT A FACE  
AND SAYS THERE'S SOMETHING BEHIND THAT AND I WANT  
TO REACH THAT PERSON, I WANT TO INFLUENCE THAT  
PERSON, I WANT TO ENCOURAGE THAT PERSON, I WANT TO  
ENRICH, I WANT TO CALL OUT THAT PERSON WHO IS BEHIND  
THAT FACE, BEHIND THAT COLOR, BEHIND THAT LANGUAGE,  
BEHIND THAT TRADITION, BEHIND THAT CULTURE. I BELIEVE  
YOU CAN DO IT. I KNOW WHAT WAS DONE FOR ME.**

**--MAYA ANGELOU**

# 2019-2020 Students with 10+ Days OSS



# STUDENTS RECEIVING 10 OR MORE OSS DAYS

- 18 Students received 10 or more days of OSS.
- No student received more than 16 days of OSS.
- 15/18 students receiving 10 or more days, received OSS for drugs, alcohol, or tobacco use on campus.
- 1 student received 10 days OSS for a handgun.
- 1 student received 10 days OSS for fighting.
- 1 student received 10 days OSS for terroristic threatening.
- **No student with an IEP received more than 10 days of OSS**



# CONTINUED AREAS OF FOCUS

Responses to challenging behavior  
should be

- INSTRUCTIVE
- REFLECTIVE
- RESTORATIVE

- **PBIS FIDELITY IN ALL BUILDINGS**
- **FIDELITY WITH RTIB/PBIS PROCESSES FOR TIER 2 AND TIER 3**
- **ALTERNATIVES TO SUSPENSION**  
**PROFESSIONAL DEVELOPMENT**

# **BUILDING LEVEL PERSPECTIVE, IMPACT, GROWTH MINDSET**

Jay Dostal, Principal Fayetteville High School &  
Matt Morningstar, Principal Holt Middle School

# FAYETTEVILLE HIGH SCHOOL

## SUCCESS



What people think  
it looks like



What it really  
looks like



# FAYETTEVILLE HIGH SCHOOL

Provided all certified staff [initial professional development](#) in January of 2020 using building behavioral data.

Developed a school wide [Restorative Practices Handbook for Teachers](#) as the framework for how we will operate as a school.

Developed a school wide behavioral flowchart that shows how we will handle specific behaviors.

Include teacher voice and feedback as part of the process to develop consensus.



# FAYETTEVILLE HIGH SCHOOL

Administrative focus on **EQUITY** rather than **EQUALITY**.

- Following rigid discipline policies without taking into consideration the needs of individual students (EASY).
- Differentiating discipline based on student needs, past trauma, past experiences (HARD).

Trained 2 staff members in Restorative Practices through the [International Institute on Restorative Practices](#).

- Restorative Practice Leaders will eventually become trainers so we can move to a train the trainer model.
- Provided time in the schedule for Restorative Practice Leads to engage in restorative conferences.



# FAYETTEVILLE HIGH SCHOOL

COVID-19 pandemic has pushed the pause button on our work, but we will ramp up efforts when school gets back to normal.

Reimagining ISS as a tool to teach rather than to punish.

Restoring relationships and the root level and getting kids back into class is more important than removing them from the learning environment.

**GOAL:** Minimize OSS to the point that it is used very rarely for the most severe cases involving student and staff safety.



# FAYETTEVILLE HIGH SCHOOL

## OTHER AREAS OF FOCUS

- Schoolwide Implicit Bias Training
- Equity Book Talks
- Equal Opportunity of Schools
  - Increase enrollment in Advanced Placement (AP) courses by students of color.
- African American Male Initiative (AAMI)
  - Equal Opportunity Schools' African American Male Initiative (AAMI) has been established to improve our organizational impact on African American Male students' experiences in schooling, with a focus on opportunities for AP/IB enrollment, classroom belonging, and other key outcomes.

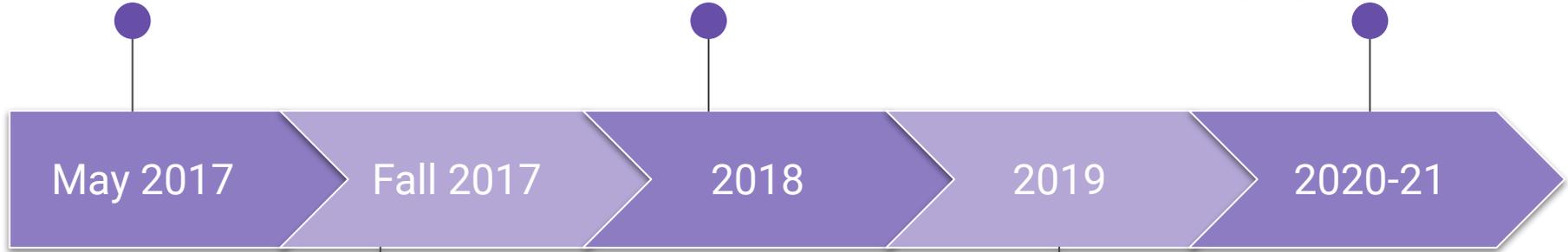


# HOLT MIDDLE SCHOOL *-WE ARE PARTNERS UNITED IN LEARNING & LIFE (P.U.L.L.)*

Looking at PBIS & Student Support Interventionist

Tiered Support for Behavior Begins... Increase Time In Class

Restorative Practices Training & Early Implementation Churchill Starts



May 2017

Fall 2017

2018

2019

2020-21

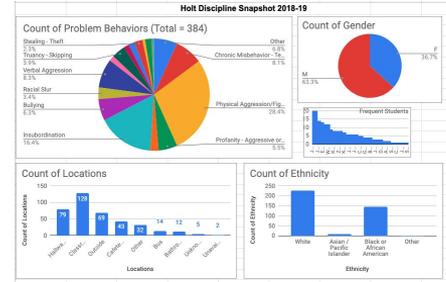
Reward & Incentive Mindset w/School Store (PawMart)

The Number & Looking Hard at our Ratios & Book study



# HOLT MIDDLE SCHOOL

- Effectiveness of our PBIS at Holt
- What do our kiddos need?
- Looking at the data with the entire faculty
- Community Building Day(s)
- Looking at new practices



**Holt Middle School**

**School Ethnicity 2019-20**

Referral Type: All Referrals  
Show Values on the Graph: No

**Referral Risk Index - Data Table**

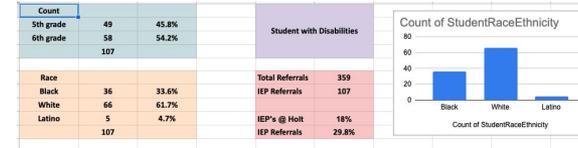
	# of Enrolled Students	# of Students With Referrals	% of Students With Referrals	Risk Index
Native	3	3	100.00%	0.05
Asian	20	1	5.00%	0.05
Black	77	36	46.75%	0.47
Latino	76	18	23.68%	0.24
Pacific	7	1	14.29%	0.14
White	282	61	21.63%	0.22
Multiracial	42	0	0.00%	0

**Referral Risk Ratio - Data Table**

Ethnicity	# of Enrolled Students	Risk Index	Comparison Group	Comp. Risk Index	Risk Ratio
Native	3	1	All Other	0.23	4.31
Asian	20	0.05	All Other	0.24	0.2
Black	77	0.47	All Other	0.2	2.41
Latino	76	0.24	All Other	0.24	1.01
Pacific	7	0.14	All Other	0.24	0.59
White	282	0.22	All Other	0.26	0.84
Multiracial	42	0	All Other	0.26	0

**Referral Risk Ratio - Data Table**

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**ELL Students with Referrals**

Male	34	5th Grade	24
Female	25	6th Grade	35
Total	59		

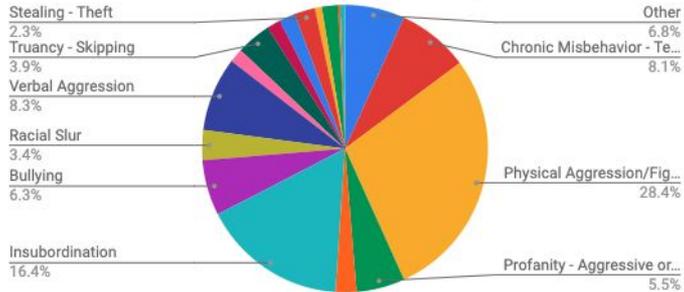
Different Students	18	Percent of Total Pop	15%
Total Students	76	Referrals of Total Pop	15%



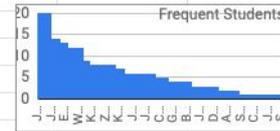
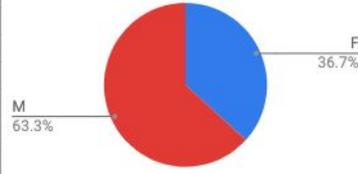
# LOOKING AT THE DATA - "THAT'S ME...US"

Holt Discipline Snapshot 2018-19

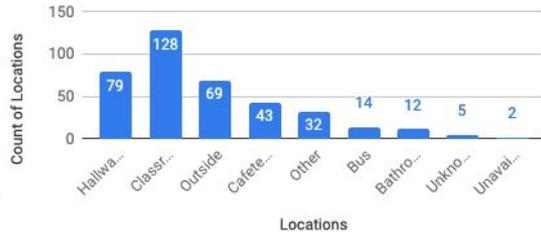
Count of Problem Behaviors (Total = 384)



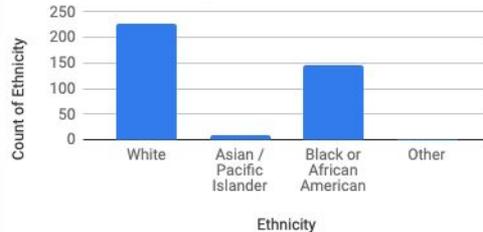
Count of Gender



Count of Locations



Count of Ethnicity



- What behaviors were coming to the office
- Locations
- High flyers
- Gender ratios
- Ethnicity ratios



# DATA YEAR 2...

Looking at Risk Ratios

47% of our African American

15% of our student population

Over a 3 to 1 ratio

Showing disproportionality

Never looked at this before

Data was eye opening

Fueled a look for change

Doing wrong = consequences

Recognizing earlier helps!

Holt Middle School					
School Ethnicity 2019-20		Referral Type: All Referrals Show Values on the Graph: No			
Referral Risk Index - Data Table					
	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index	
Native	3	3	100.00%	1	
Asian	20	1	5.00%	0.05	
Black	77	36	46.75%	0.47	
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# ARE WE DISPROPORTIONATE WITH SPED & ELL?

Count		
5th grade	49	45.8%
6th grade	58	54.2%
	107	

Race		
Black	36	33.6%
White	66	61.7%
Latino	5	4.7%
	107	

Student with Disabilities	
Total Referrals	359
IEP Referrals	107
IEP's @ Holt	18%
IEP Referrals	29.8%

Total Referrals	359
IEP Referrals	107
IEP's @ Holt	18%
IEP Referrals	29.8%

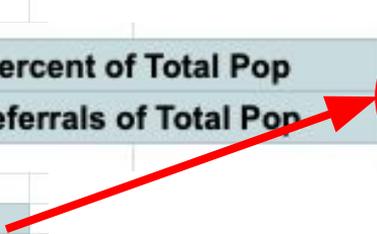


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	59		

Different Students	18	Percent of Total Pop	15%
Total Students	76	Referrals of Total Pop	15%

Percent of Total Pop	15%
Referrals of Total Pop	15%



# COMMUNITY BUILDING DAYS

- Learning from Owl Creek...***actually stealing!***
  - Bullying & Prevention
  - Circles of Control
  - Disagreeing Respectfully
  - Personal Space, Boundaries, Switching Codes
  - Social Responsibility
  - TAB...Take a Break
- Fall of 2019...two half days where all staff helped lead these
- Survey of Parents if it went home...it got home!



# THE CHURCHILL - *NEVER, NEVER, NEVER GIVE UP*

- We will continue to adapt our response to behaviors using restorative practices and continuing to strengthen our connection with students before redirection. ***Be creative!***
- “The Culture of YES”...we are feeling that there is a “No” out there
- The top three motivators for students are: Peers, Parents, and Teachers.
- Reward the culture of YES - PBIS with rewards
- Circles used in Lunch Detention each day & ***positive call home***
- ***PULL In Day*** - Upon return from OSS...Circle w/counselor, lunch circle, goal setting at the end of the day, and a ***positive call home***

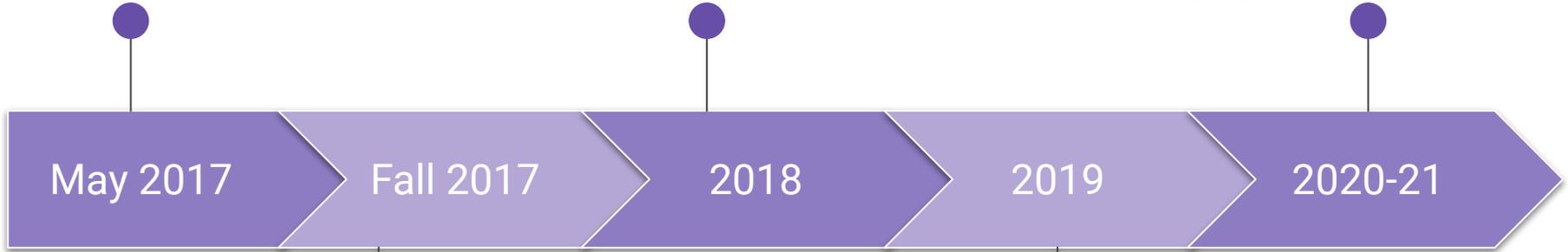


# HOLT MIDDLE SCHOOL *-WE ARE PARTNERS UNITED IN LEARNING & LIFE (P.U.L.L.)*

Looking at PBIS &  
Student Support  
Interventionist

Tiered Support for  
Behavior Begins...  
Increase Time In Class

Restorative Practices  
Training & Early  
Implementation  
Churchill Starts



Reward & Incentive  
Mindset w/School  
Store (PawMart)

The Number & Looking  
Hard at our Ratios



# DISCUSSION

# CONTINUING THE JOURNEY



- Continue to monitor & promote practices that are **Instructive, Reflective** and **Restorative**
- Continue to review student data at the building level and district level
- Be intentional to build strong school communities that are equitable and address the whole child
- Revisit district vision, mission and core beliefs
- Continue to focus on inclusive practices that support all learners

# CONTACT INFORMATION

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